High Stakes Assessment: Essentials of Good Practice

Pre-Conference Workshop

June 15, 2016

ANCC

Continuing Nursing Education

INACSL is an accredited ANCC provider.

Disclosures

Conflict of Interest

- Susan G. Forneris reports no conflict of interest

- Mary Anne Rizzolo reports no conflict of interest

- Julia Greenawalt (INACSL Conference Administrator & Nurse Planner) reports no conflict of interest

- Leann Horsley (INACSL Lead Nurse Planner) reports no conflict of interest

Successful Completion

- Attend 90% of session

- Complete online evaluation

Objectives

Upon completion of this presentation, participants will be able to:

- Discuss challenges in scoring high stakes simulations

- Identify research priorities to determine best practices for high stakes assessment using simulation

NLN's Simulation Initiative

Explore the use of simulation for high stakes assessment in nursing education

Phase I

- Convene Think Tank - June 8-10, 2010
- Review existing high stakes assessments using simulation in nursing and other disciplines
- Review program outcomes from schools of nursing throughout the country and identify those that lend themselves to assessment via simulation

Participants

Barry Issenberg

Pam Jeffries

Kathie Lasater

Carrie Lenburg

Bridget Nettleton

Marilyn Oermann

Mary Anne Rizzolo

Terry Valiga

Linda Wilson

Outcome Areas

- Assessment and Evaluation

- Nursing Judgment

- Quality and Safety

- Teamwork and Collaboration

Communication crosses all 4 areas

Phase II

- Jeffries team (Bowler, Burleson, Palaganas, Willhaus)

   - develops, pilots, revises simulations

- Oermann/Kardong-Edgren team
  - Evaluates existing tools, creates new tools
  - Develops evaluator training

Phase III

- Field testing across the country
- Select & train raters
- Raters score videos
- Authors norm videos
- Raters rescore videos using author criteria

Desired Outcome

More Questions than Answers

Rizzolo, M.A., Kardong-Edgren, S., Oermann, M.H., & Jeffries, P.R. (2015). The National League for Nursing Project to explore the use of simulation for high-stakes assessment: Process, outcomes, and recommendation. *Nursing Education Perspectives*, 36(5), 299, 303 doi: 10.5480/15-1639.

Formative Evaluation

- The evaluator's focus is on the learner's progress towards goal attainment.

- A process for determining the competence of a person engaged in a healthcare activity for the purpose of providing constructive feedback.

- They are low stakes assessments.

From SIRC Glossary

Summative Evaluation

- Goal is to measure the level of success or proficiency that has been obtained at the end of an instructional unit or program by comparing it against some standard or benchmark.

High Stakes Evaluation

- An evaluation process associated with a simulation activity that has a major academic, educational, or employment consequence (such as a grading decision, including pass or fail implications; a decision regarding competency, merit pay, promotion, or certification). High stakes refers to the outcome or consequences of the process.

From INACSL Standards of Best Practice: Simulation, Standard I: Terminology

OSCE

- - a station or series of stations designed to assess performance competency in individual clinical or other professional skills. Stations are carefully structured and designed to be easily reproducible. Learners are evaluated via direct observation, checklists, learner presentation or written follow-up exercises. The examinations are generally summative but may involve feedback. Stations tend to be short, typically 5-10 minutes, but can be longer.

- From SIRC Glossary

Plan for Workshop

- Read materials given to students

- Review scoring criteria

- Gather in groups of 4-5 - share expected behaviors of competent students

- Watch video

- <u>Individually</u> score performance using criteria

Plan for Workshop

- Gather in same small groups to compare scores & discuss
- Report out & large group discussion
- Repeat same process with video #2
- Challenges, lessons learned
- Summary

Challenges Associated with High Stakes Assessment

Challenges Associated with High Stakes Assessment

- Design Issues
- Consistency of implementation
- Audio/video
- Selection of tools
- Selection of raters
- Training of raters

Simulation Design Tips

- Be very clear about what you intend to evaluate

- Envision the behaviors that students must exhibit to prove competency

- To purchase or to buy?

- Multiple parallel forms

- Faculty consensus on final scenarios

- Pilot, pilot, and pilot again!

  ✓ To refine, get timing right, insure that forms are parallel

The Testing Environment

- Room set up

- Preparing students

- Training facilitators to minimize variability

Controlling Variability in Testing Environment

- Bring facilitators together for training on set up of room, cameras, mikes, etc.

- Minimize cueing
  - ✓ Pre-record report by nurse going off duty
  - ✓ Provide alternative scripts

- Structured feedback – how & when?

Use of Video

Pre-Planning Required!

- Quality/placement of cameras, microphones
- Orientation of facilitators
- Orientation of students

Useful for Evaluation Phase
- Training raters
- Evaluations can be done at convenient times
- Evaluations can be done by others
                    (not your own faculty)

Evaluation of Performance

- Selecting tools

- Selecting raters

- Training raters

Evaluator Training

- Some are better than others at the task
- Train to distinguish competent & incompetent behaviors
- Have authors and evaluators confer on evidence required for scoring
- Multiple training sessions & refreshers

Challenges/Research Questions

- Length of scenario

- Assessment tool(s)

- Process for norming

- Choosing and training raters

- Giving structured feedback: when, how,

- Does testing change the face of simulation as a safe environment for learning?

- How do simulation-based assessments compare with traditional faculty clinical evaluations of the same students?

![NLN - National League for Nursing]

Continuing the work….

- Qualitative analysis of rater comments
- Regional

Are you ready to use high fidelity simulations for high stakes testing?

How fair is existing evaluation process at your school?

- Have **all** faculty been educated on how to assess clinical competencies?

- Does every faculty member evaluate students in the same way?

- Have there been deliberative conversations among faculty to clarify behaviors/ expectations of students at end of each course and end of the program?

Before you begin…

- Is everyone on board?

- Is there
  - time?
  - resources?
  - personnel to form a team?

- Where to begin?

References

- Adamson, K., Kardong-Edgren, S., Willhaus, J. (2013). An updated review of published simulation evaluation instruments. Clinical Simulation in Nursing.

- Rizzolo, M.A., Kardong-Edgren, S., Oermann, M.H., & Jeffries, P.R. (2015). The National League for Nursing Project to explore the use of simulation for high-stakes assessment: Process, outcomes, and recommendation. Nursing Education Perspectives, 36(5), 299, 303 doi: 10.5480/15-1639.

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- Willhaus, P., Burleson, G., Palaganas, J., Jeffries, P. (2014) Authoring simulations for high-stakes student evaluation. Clinical Simulation in Nursing 10, e177-e182

Contacts

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